

**PELION MIDDLE**  
758 Magnolia Street  
Pelion, South Carolina 29123

**GRADES** 5-8 Middle School

**ENROLLMENT** 893 Students

**PRINCIPAL** Tim Stepp 803-894-2050

**SUPERINTENDENT** Dr. Karen C. Woodward 803-951-8363

**BOARD CHAIR** Ms. Kay P. Coker 803-892-3227

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

#### AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	5	23	17	1

#### IMPROVEMENT RATING:

#### UNSATISFACTORY

#### ADEQUATE YEARLY PROGRESS:

#### NO

This school met 18 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**WWW.MYSCSCHOOLS.COM**

**WWW.SCEOC.ORG**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Average	Below Average	N/A
<b>2002</b>	Average	Below Average	N/A
<b>2003</b>	Average	Unsatisfactory	No
<b>2004</b>	Average	Unsatisfactory	No

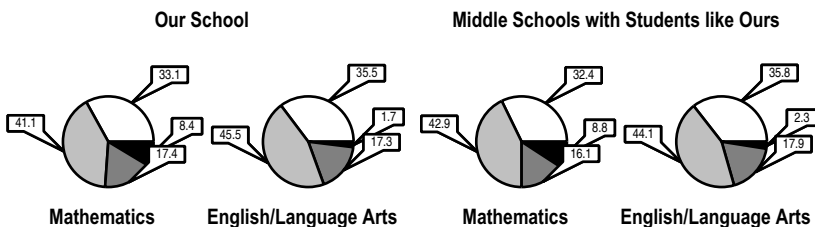
**DEFINITIONS OF DISTRICT RATING TERMS**

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

96.1%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	872	99.9	35.5	45.5	17.3	1.7	29.1	Yes	Yes
Gender									
Male	472	99.8	41.6	43.7	12.9	1.8	24.2		
Female	400	100.0	28.4	47.6	22.4	1.6	34.7		
Racial/Ethnic Group									
White	775	99.9	33.9	46.3	17.9	1.9	30.2	Yes	Yes
African-American	71	100.0	50.0	38.6	11.4	0.0	18.6	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	17	100.0	40.0	53.3	6.7	0.0	20.0	I/S	I/S
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	719	100.0	26.5	50.9	20.6	2.1	34.0		
Disabled	153	99.4	78.9	19.7	1.4	0.0	5.6	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	872	99.9	35.5	45.5	17.3	1.7	29.1		
English Proficiency									
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	868	99.9	35.3	45.7	17.3	1.7	29.2		
Socio-Economic Status									
Subsidized meals	540	100.0	40.6	45.9	12.5	1.0	22.7	Yes	Yes
Full-pay meals	332	99.7	27.6	44.8	24.8	2.8	39.2		

Mathematics - State Performance Objective = 15.5%									
All Students	872	99.9	33.1	41.1	17.4	8.4	38.4	Yes	Yes
Gender									
Male	472	99.8	33.0	40.5	17.0	9.5	39.1		
Female	400	100.0	33.2	41.8	17.9	7.1	37.6		
Racial/Ethnic Group									
White	775	99.9	31.9	40.8	18.3	9.1	40.1	Yes	Yes
African American	71	100.0	48.6	42.9	7.1	1.4	20.0	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	17	100.0	20.0	60.0	13.3	6.7	33.3	I/S	I/S
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	719	100.0	27.1	43.1	19.7	10.1	44.0		
Disabled	153	99.4	62.0	31.7	6.3	0.0	12.0	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	872	99.9	33.1	41.1	17.4	8.4	38.4		
English Proficiency									
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	868	99.9	33.0	41.1	17.5	8.4	38.5		
Socio-Economic Status									
Subsidized meals	540	100.0	38.2	41.4	14.7	5.8	32.8	Yes	Yes
Full-pay meals	332	99.7	25.1	40.8	21.6	12.5	47.3		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable    N/AV Not Available    N/C Not Collected    N/R Not Reported    I/S Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	214	98.6	32.6	50.5	16.3	0.5	16.8
	Grade 6	229	98.7	43.5	36.0	18.0	2.5	20.5
	Grade 7	239	100.0	37.6	46.8	14.7	0.9	15.6
	Grade 8	194	99.5	38.6	48.5	11.7	1.2	12.9
<b>2004</b>	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	200	100.0	39.6	47.2	12.7	0.5	13.2
	Grade 6	230	100.0	31.4	38.9	27.9	1.8	29.6
	Grade 7	219	100.0	42.5	44.3	10.8	2.4	13.2
	Grade 8	223	99.6	29.4	54.6	14.2	1.8	16.1

<b>Mathematics</b>								
<b>2003</b>	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	214	99.1	25.5	37.5	27.1	9.9	37.0
	Grade 6	229	99.6	28.2	44.1	18.3	9.4	27.7
	Grade 7	239	100.0	28.9	42.2	20.2	8.7	28.9
	Grade 8	194	99.5	25.6	54.7	14.5	5.2	19.8
<b>2004</b>	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	200	100.0	32.0	44.2	13.7	10.2	23.9
	Grade 6	230	100.0	25.2	38.1	25.2	11.5	36.7
	Grade 7	219	100.0	37.3	38.7	17.0	7.1	24.1
	Grade 8	223	99.6	39.9	43.6	12.8	3.7	16.5

**Abbreviations for Missing Data**

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SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 893)				
Students enrolled in high school credit courses (grades 7 & 8)	10.4%	Up from 5.9%	13.5%	14.6%
Retention rate	1.9%	Down from 4.8%	4.1%	3.0%
Attendance rate	94.9%	Up from 94.6%	95.4%	95.9%
Students with disabilities other than speech taking PACT (ELA) off grade level	4.4%		6.7%	5.7%
Students with disabilities other than speech taking PACT (Math) off grade level	4.0%		5.7%	5.3%
Eligible for gifted and talented	11.0%	Up from 7.6%	13.4%	14.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	15.3%	Down from 15.7%	15.3%	13.9%
Older than usual for grade	2.4%	Down from 3.6%	4.6%	4.2%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.4%	Up from 0.0%	1.2%	0.9%
Annual dropout rate	0.2%	Up from 0.0%	0.0%	0.0%
Teachers (n= 65)				
Teachers with advanced degrees	50.8%	Up from 43.8%	46.9%	48.7%
Continuing contract teachers	84.6%	Down from 85.9%	82.7%	81.7%
Highly qualified teachers**	86.7%	N/A	93.3%	90.4%
Teachers with emergency or provisional certificates	5.3%		3.7%	5.3%
Teachers returning from previous year	N/A	N/A	83.8%	85.1%
Teacher attendance rate	95.9%	Up from 94.4%	94.9%	94.8%
Average teacher salary	\$40,166	Down 0.2%	\$39,168	\$40,566
Prof. development days/teacher	11.8 days	Down from 12.2 days	11.2 days	11.0 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	3.3
Student-teacher ratio in core subjects	16.4 to 1	Down from 25.0 to 1	20.1 to 1	21.3 to 1
Prime instructional time	89.7%	Up from 88.1%	89.0%	89.3%
Dollars spent per pupil*	\$5,758	Up 1.3%	\$5,575	\$5,821
Percent of expenditures for teacher salaries*	61.7%	Down from 62.9%	62.0%	61.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	88.4%	Down from 92.4%	94.4%	95.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Average	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools**	94.2%		92.0%	
Highly qualified teachers in high poverty schools**	N/A		91.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school**	65.0%		Yes	
Student attendance in this school	95.3%		No	

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Dear Parent/Guardian:

Pelion Middle had an exciting and rewarding year. We continued to focus on student achievement, home-school relations and school attendance as our primary goals.

During the 2003-2004 school year, we formed a data team to study our data and recommend strategies to improve achievement. As a result, we implemented two strategies designed to improve student achievement. Our entire faculty received training in "Writing Across the Curriculum" and employed this strategy in all curricular areas. We employed a mathematics coach who worked with teachers and students.

We also continued to provide academic assistance during a 45-minute-long exploratory period for students who scored "Below Basic" in Mathematics and/or English/Language Arts on the Palmetto Achievement Challenge Tests. For that same group of students, we offered an after-school program to strengthen targeted academic weaknesses.

As a strategy to improve home-school relations, each teacher sent home four positive postcards each month that included a positive comment from the principal or an assistant principal. Teachers also recorded positive telephone calls made to parents. We also held parenting workshops each month and implemented an academic fair night to provide time for parents to explore the adventures of their child's school day.

Student attendance continues to be a top priority. We continued our "Payday" program where each student with perfect attendance for the month received a token on which he wrote his/her name. The token was then redeemed for a Payday candy bar and entered into a drawing for items such as hats, T-shirts and even monetary rewards. We also held perfect attendance parties at the end of each nine weeks to honor students with perfect attendance.

We implemented an attendance intervention team that held conferences with students and their parents after students received their third unexcused absence. We also purchased an automated telephone system that called parents every time a student was absent. As a result of these efforts, we have seen our student attendance improve.

Pelion Middle students represented our school well in academics and fine arts. Ten of the 29 PMS eighth graders who qualified for PSAT testing were named SC Junior Scholars. Two seventh graders were named Duke TIP scholars on the basis of their SAT scores. Three of our students were selected to participate in the All-State Band.

Pelion Middle School's teachers continue to represent our school well. One of our teachers was named a Fulbright Scholar and travels to Japan in October.

We cherish our relationship with you and your child. Working together, we can continue to provide a quality education for our children.

Tim Stepp, Principal, and Liz Grant, Chair, School Improvement Council

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
<b>Number of surveys returned</b>	67	199	79
<b>Percent satisfied with learning environment</b>	81.3%	56.3%	66.7%
<b>Percent satisfied with social and physical environment</b>	76.9%	62.6%	59.5%
<b>Percent satisfied with home-school relations</b>	41.5%	75.1%	53.2%

\*Only students at the highest middle school grade level at this school and their parents were included.